



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

DEDICATED TO CHILDREN AND LEARNING

A Guide for Writing IEPs

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Comments

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Preface

This guide is intended to provide technical assistance for educators, parents, and others who develop Individualized Education Programs (IEPs) for children with disabilities. The IEP ensures that a child with a disability receives a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). This guide will assist the IEP team in developing a meaningful, functional plan to help meet the child's unique needs.

The following basic beliefs guided the development of this document. The IEP is:

- the most important legal document written for children with disabilities;
- developed together through discussion at a team meeting;
- more than a collection of papers;
- a process that is just as important as the product;
- a communication tool between parents, school and others;
- an opportunity for parents and school personnel to work together as EQUALS;
- a method for joint planning, problem solving and decision-making.

The content of this guide is taken from the Individuals with Disabilities Education Act (IDEA) and Chapter 115 of the Wisconsin statutes with their implementing regulations. Both state and federal law identify the required elements of the IEP. This guide provides descriptions and models for all the required elements of the IEP from present level of educational performance (PLEP) through placement. It does not address determination of disability and eligibility for services.

Individual school districts and CESAs in Wisconsin have adopted the state forms or have devised their own forms for documenting the IEP process. **All** forms must contain the elements required by state and federal laws that are described in this guide.

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Introduction

This technical assistance guide begins with a process and product outline. It is intended to give an overview of how to develop an IEP within the framework of the IEP meeting. Following the overview are descriptions of elements of the IEP. Each of the elements are organized by the following categories:

- Key questions
- Definition
- Purpose
- Key characteristics
- What the law says
- What the law means

After the overview of the elements of the IEP, there are three examples. The examples illustrate the use of the elements and are annotated to provide further guidance for the user. References and an appendix of resources are also provided.

Glossary of Acronyms

CESA – Cooperative Educational Service Agency. This is a state authorized agency that provides educational services to schools. Schools buy services from CESA, however the school is still responsible for the services.

DPI – Department of Public Instruction. The DPI is the state agency that oversees public education in Wisconsin.

FAPE – Free Appropriate Public Education. LEAs are required to make FAPE available for all children enrolled in special education in that district. Special education and related services are provided at public expense and under public supervision and direction, meet the standards of DPI, include an appropriate preschool, elementary or secondary school education and are provided in conformity with an individualized education program.

IEP Team – Individual Education Program Team. The IEP Team is a group of school staff, parents, and others that either the school staff or parents choose to include.

LEA – Local Education Agency, usually a school district.

LRE – Least Restrictive Environment. The intent of the least restrictive environment (LRE) provision is to ensure to the greatest extent possible that children with disabilities are educated with nondisabled peers.¹

IEP Meeting Guide ~ Process and Product

Both the process² and the product are important in the development of an IEP. This section includes information regarding the following components of the IEP process:

- planning the meeting;
- conducting the meeting;
- concluding the meeting;
- follow-up after the meeting.

Planning the Meeting:

1. Identify roles

- Facilitator - Person who keeps the meeting moving. The facilitator also ensures that everyone participates and that the discussion is publicly recorded on a writing surface.
- Recorder - Person who enters information on the IEP form.
- Time Keeper - Person who reminds participants of the meeting time frame.

2. Outline meeting agenda

- Written agenda should include statements such as:
 - ❖ Introduction of participants.
 - ❖ Discussion of evaluation data.
 - ❖ Discussion of each part of the IEP:
 - “What is the child doing now?” (PLEP)
 - “What should the child be doing?” (goals and objectives or benchmarks)
 - “How will we measure and report progress?”
 - “What kind of services will the child need?”
 - ❖ Discussion of placement.
 - ❖ Approximate length of the meeting (1 hour to 1 hour 30 minutes).

3. Arrange for writing surface

- Chalkboard, whiteboard, or large post-it-notes.

Conducting the Meeting:

1. Set the stage

- Introduce participants.
- Define the purpose of meeting.
- Provide an overview of the agenda and state the anticipated length of meeting.
- Announce a designated place to record issues for discussion at a later date (parking lot).
- Inform parents of their right to request more time and a copy of the evaluation report.

2. Discuss each IEP element:

- Team discusses key questions listed in Elements of the IEP Discussion (page 4-7) for each IEP element.
 - ❖ What is the child doing now? (PLEP)
 - ❖ What should the child be doing? (Goal)

- ❖ What will the child need to be able to do to achieve each goal? (Objectives or benchmarks)
- ❖ How will progress toward goals be measured and reported?
- ❖ Are there special factors that need to be considered to allow the child to benefit from his/her education?
- ❖ Will the child participate in state and district assessments?
- ❖ What are the youth's transition service needs?
- ❖ What special education and other services are needed to meet the IEP goals? (Summary of Educational Services)
- ❖ What is the most appropriate curriculum and environment to meet individual learning needs? (Placement considerations)
- Parents share information first.
- Educators acknowledge family's efforts and respond to family's views.
- Educators share additional information regarding child's needs.
- Parents and educators confirm agreement.
- Team restates areas of agreement and discusses areas that are not in agreement.

3. **When appropriate, discuss transition:**

- Actively involve the youth and parents in the IEP meeting.
- Use the youth's strengths, needs, interests, and preferences to develop post-school goals.
- By at least age 14 develop a statement of transition service needs that specifies the courses of study that will lead to the youth's post-school goals.
- By at least age 16 develop a statement of needed transition services to achieve the youth's post-school goals that is a coordinated set of activities and includes instruction, related services, community experiences, employment and other adult living objectives, daily living skills and functional vocational evaluation if appropriate.
- Develop goals and objectives or benchmarks for the coordinated set of activities.
- Determine who will pay for the needed transition services.

Concluding the Meeting:

1. Briefly summarize the IEP discussion.
2. Focus on a shared vision between parents and educators for working on goals at home and at school.
3. Inform parents that the completed IEP document will be sent to them if the IEP has not been completed at the meeting.
4. Inform parents that an IEP team meeting can be reconvened if they have concerns.

Follow-up after the Meeting:

1. Complete the writing of all elements of the IEP and send it to parents if IEP writing was not completed at the meeting. Verify with the parents that the IEP accurately reflects what was discussed at the meeting. Appendix A of this guide provides examples of three IEP documents.
2. All of the child's teachers, both special education and general education, related service personnel and others who have the responsibility for implementing the child's IEP must be informed of their responsibilities. One way to do this is to give each person a copy of the child's IEP.³
3. If transition has been discussed:
 - Assist the youth and family by linking them to any needed post-school adult services, supports, or programs.
 - Reconvene the IEP meeting if goals are not being achieved, courses of study change, or if transition service needs are not being provided as planned.

Refer to Appendix B – IEP Review Checklist.

IEP Meeting Guide ~ Process and Product

The product (IEP) is developed during the process (dialogue). The IEP is **NOT** a form. The IEP is viewed as a process with the IEP document being only one element.

Elements of the IEP Discussion

Process Questions	Product – IEP Element
	Present Level of Educational Performance (See pgs 8-9)
Key Question: <i>What is the child doing now? (PLEP)</i>	<ol style="list-style-type: none">1. Can you describe what the child is doing now?<ul style="list-style-type: none">• Strengths• Needs related to the child’s disability• Parent concerns2. How does the child’s disability affect progress in the general curriculum OR For preschoolers, how does the child’s disability affect age-appropriate activities?3. Does the PLEP establish a baseline of information about the child that can be used as the starting point from which to determine progress toward annual goals?<ul style="list-style-type: none">• Measurable – means observable (you can see it, hear it, count it).• Functional – means evident in the child’s daily environment.• Describes both academic and non-academic areas such as classrooms, community, bus, lunchroom.• Includes current formal and informal educational performance data.• Uses understandable language.• Describes learning accommodations, learning strategies.
	Annual Goals (See pgs. 10-11)
Key Question: <i>What should the child be doing? (Goal)</i>	<p>What can the child reasonably be expected to accomplish in 12 months?</p> <ul style="list-style-type: none">• Related to meeting the child’s needs resulting from the disability.• Related to meeting needs to enable involvement in the general curriculum (based on Wisconsin Academic Standards).• Measurable.• Functional.• Achievable within the term of the IEP.• Includes an expected level of attainment.• Is the goal stated in the following terms? <i>The child... will do what... to what level/degree.</i>• Is the goal directly related to the PLEP?

Elements of the IEP Discussion

Process Questions	Product – IEP Element
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Key Question:

What will the child need to do to achieve each goal? (Objectives or benchmarks)

Short Term Objectives or Benchmarks (See pgs. 10-11)

1. Short term objectives or benchmarks are:
 - measurable;
 - general indicators of progress toward the goal.
2. For each goal, use either short-term objectives or benchmarks.
 - Do the short-term objectives define the discrete steps to a goal?
The child... will do what...to what level/degree... under what conditions.
 - Do the benchmarks identify major milestones in achieving a goal within specified segments of a 12-month timeframe?
The child... will do what... to what level/degree... by when.
 - Are there at least two short-term objectives or benchmarks for each goal?

Measurement and Reporting (See pgs. 10-11)

Key Question:

How will progress toward goals be measured and reported?

1. Do the procedures measure and document progress toward the annual goal? Caution: *The use of standardized tests to measure progress doesn't allow for quarterly progress monitoring. There is a need for more ongoing, intermittent data collection that provides evidence as progress is reported.*
2. Is progress on annual goals reported at least as often as progress is reported for nondisabled children? See Appendix B - Report of Student Progress Toward Annual Goals.
3. Does the report include whether progress is sufficient to enable the child to achieve the goal during the duration of the IEP?

Elements of the IEP Discussion

Process Questions	Product – IEP Element
<p>Key Questions:</p> <p><i>At age 14:</i> <i>What are the youth's post-school goals, and what courses of study will assist him/her in reaching the post-school goals?</i></p> <p><i>At age 16:</i> <i>What services, supports or programs does the youth need to achieve his/her post-school goals?</i></p> <p><i>Is the youth linked to needed post-school services, supports or programs before leaving school?</i></p>	<p>Transition (infused throughout the youth's IEP) (See pgs. 12-15)</p> <ol style="list-style-type: none"> 1. Have the youth, his/her parents, and appropriate agencies been invited in writing to the IEP meeting? 2. Is long range planning for courses of study and educational experiences conducted for ALL children with disabilities beginning no later than 14 years of age and reviewed annually? 3. Are the youth's desired post-school goals reconsidered each year and aligned with courses of study to meet those goals? 4. If the youth is age 14 or older during the term of the IEP is there a statement of transition service needs that includes: <ul style="list-style-type: none"> • courses of study leading to graduation or completion of a school program • the youth's desired post-school goals (e.g. employment, further education, training, etc.)? 5. At the age of 16, or younger if appropriate, does the IEP specify any <u>needed</u> transition services in the areas of: <ul style="list-style-type: none"> • instruction; • related services; • community experiences; • employment; • post-school living objectives; • functional vocational evaluation; • daily living skills. 6. Is there a statement of needed interagency linkages for transition? <p>Special Factors (See pgs. 16-18)</p> <ol style="list-style-type: none"> 1. Has the IEP team considered all the special factors without regard to disability category? <ul style="list-style-type: none"> • Behavior • Limited English proficiency • Communication • Assistive technology 2. If the child is visually impaired, has the IEP team considered the child's need for braille instruction? 3. If the child is hearing impaired, has the IEP team considered: <ul style="list-style-type: none"> • the child's language and communication needs; • opportunities for direct communication with peers and school staff; • the child's academic level and full range of needs?
<p>Key Question:</p> <p><i>Are there special factors that need to be considered to allow the child to benefit from his/her education?</i></p>	

Elements of the IEP Discussion

Process Questions	Product – IEP Element
Key Question: <i>Will the child participate in state and district assessments?</i>	Participation in State and District Assessments (See pgs. 19-20) <ol style="list-style-type: none"> Has the IEP team considered whether the child will be eligible to participate in any statewide assessment during the term of the IEP (e.g., 3rd, 4th, 8th, 10th, high school graduation test when required by state law)? Has the IEP team considered the child's participation in district-wide standardized assessments? For children who need accommodations to participate in standardized assessment, have these accommodations been listed in the IEP? For children participating in alternate assessment is there a statement about: <ul style="list-style-type: none"> why the standardized assessment is not appropriate, and how the child will be assessed through alternate means?
	Summary of Educational Services (See pgs. 21-22) <ol style="list-style-type: none"> Has the IEP team described the child specific services for: <ul style="list-style-type: none"> special education (specially designed instruction); related services; supplementary aids and services; program modifications or supports for school personnel. For each service has the IEP team described: <ul style="list-style-type: none"> amount/frequency; location (e.g., general education classroom, special education classroom, lunchroom, etc.); duration.
Key Question: <i>What special education and other services are needed for the child to advance toward attaining his/her goals and to be involved in and progress in the general curriculum?</i>	Placement Considerations (See pgs. 23-24) <p>Did the IEP team consider:</p> <ul style="list-style-type: none"> to what extent, if any, the child would not be involved in the general curriculum or, for preschoolers, age-appropriate activities? how the child's disability affects progress and involvement in the general curriculum? if the child's goals could be met satisfactorily with special education, related services and supplemental aids and services in the general education environment?

Present Level of Educational Performance (PLEP)

- Key Question:** *What is the child doing now?* Discuss this question for ALL children.
When considering transition, address the following:
- At age 14, or younger if appropriate, discuss the youth's post-school goals and the courses of study that will lead to those goals.
 - At age 16, or younger if appropriate, discuss the services, supports or programs needed to achieve post-school goals. Also address any needed linkages to post-school services, supports, or programs.
- Definition:** The present level of educational performance includes:
- the child's strengths;
 - the child's needs resulting from the disability that affect involvement and progress in the general curriculum (for preschoolers, age-appropriate activities);
 - the child's needs resulting from the disability that affect behavior, motor, communication, social-emotional or self-help skills;
 - parental concerns.
- Purpose:** To establish a baseline of measurable information that is the starting point from which to measure progress toward annual goals.
- Key Characteristics:**
- Measurable means observable (you can see it, hear it, touch it).
 - Functional means evident in the child's daily environment such as classroom, community, bus, lunchroom.
 - Describes both academic and non-academic areas of need related to the disability.
 - Includes current formal and informal educational performance data such as curriculum based measurements, IEP progress monitoring, behavior rating scales.
 - Uses understandable language.
 - Describes learning accommodations, learning strategies.
 - Includes baseline data for each annual goal (including transition when age-appropriate).

What the law says:	A statement of the child's present level of educational performance, including how the child's disability affects the child's involvement and progress in the general curriculum or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities. Wis. Stats. §115.787(2)(a)
What the law means:	The IEP must provide information on the child's present level of educational performance, addressing each area of need. The present level of educational performance is a clear, descriptive statement of how the child is performing in specific areas of need as found during the evaluation. The statement should include the child's strengths, interests, and needs. ⁴

Keep this in mind! Your PLEP is complete when:

- it describes the child's disability related needs in an observable, measurable way;
- a stranger can read it and understand what the child is doing;
- it describes how the disability affects the child's involvement and progress in the general curriculum.

Annual Goal Statements including Short Term Objectives or Benchmarks

Annual Goal:

Key Question:

What should the child be doing?

- Areas of the general curriculum affected by the disability.
- Other areas to consider: behavior, motor, social-emotional, communication, self-help.

Definition:

An annual goal:

- is directly related to meeting a need of the child identified in the PLEP;
- includes short-term objectives **or** benchmarks;
- addresses needs related to the disability;
- specifies a clear, measurable level of attainment;
- has three parts: *the child... will do what... to what level/degree.*

Purpose:

To describe what a child can reasonably be expected to accomplish within 12 months.

Key Characteristics:

- Related to meeting needs that result from the disability to enable involvement and progress in the general curriculum (based on Wisconsin Academic Standards).
- Functional
- Measurable
- Can be achieved within the term of the IEP.
- Includes a projected level of attainment.

Short Term Objectives or Benchmarks:

Key Question:

What will the child need to do to achieve each goal?

Definitions:

- **Short term objectives:** Discrete measurable, intermediate steps to a goal.
The child... will do what... to what level/degree...under what conditions?
- **Benchmarks:** Major milestones to a goal that specify time segments.
The child... will do what... to what level/degree... by when?

Purpose:

To outline the steps or milestones in moving from a child's PLEP toward an annual goal so that progress can be measured at intermediate times during the year.

Key Characteristics:

- Measurable
- Minimum of two per goal
- General indicators of progress toward the goal
- Sequential (crawl, then walk) or parallel (decode accurately and understand what is read)

Measurement and Reporting:

Key Question: *How will progress toward IEP annual goals be measured and reported?*

Measure progress toward the annual goal:

- Emphasize measuring progress toward the annual goals, which include short-term objectives or benchmarks.
- Use work samples, classroom exams, anecdotal logs, attendance records, point sheets, and so on.
- Report this progress in addition to regular reporting on the child's progress in subjects or curricular areas.

Notify parents of the child's progress toward the annual goal:

- Inform parents of progress toward annual goals, and whether progress is sufficient to enable the child to achieve the goal by the end of the term of the IEP.
- Share information on progress at least as often as parents of nondisabled children or youth are notified about progress.

Refer to Appendix B – Report of Progress Toward Annual Goals.

What The Law Says About Annual Goals & Progress Toward Goals:

What the law says: An individualized education program shall include a statement of measurable annual goals for the child, including benchmarks or short-term objectives, related to meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum, and to meeting each of the child's other educational needs that result from the child's disability. Wis. Stats. §115.787(2)(b)

What the law means: Each area of need will have a measurable annual goal. For each goal there are benchmarks or small steps to help measure the progress in meeting the goal. Goals are to help the child be part of the general curriculum and meet other educational needs. Goals usually cover what the child can be expected to meet in about one year.⁵

What the law says about progress toward goals: A statement of all of the following: 1. How the child's progress toward the annual goals described in par. (b) will be measured. 2. How the child's parents will be regularly informed, at least as often as parents are informed of their nondisabled children's progress, of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the effective period of the individualized education program. 115.787(2)(h)

What the law means: The child's progress toward annual goals must be measured. Parents will be told how well their child is moving toward reaching the annual goals at least as often as other children get progress reported.⁶

Keep this in mind! Your annual goal/short-term objectives or benchmarks are complete when you can visualize the behavior the child will be doing when the goal is achieved.

Statement of Transition Service Needs Beginning at Age 14

Key Question:

What are the youth's transition service needs?

1. What does the youth want to do and how does the youth want to live after high school (post-school goals)?
2. What is the youth's present level of functioning in relation to his/her post-school goals?
3. What course of study will help the youth reach his/her post-school goals?

Definition:

The statement of transition service needs beginning at age 14, or younger if appropriate, identifies a youth's post-school goals in education, employment and independent living, and planned instruction and educational experiences (courses of study) related to those goals.

Purpose:

Transition beginning at age 14 serves to:

- identify goals for life after high school and develop a plan to achieve them;
- provide school experiences that develop the skills and competencies needed to achieve post-school goals;
- actively involve the youth and his/her family in transition IEP development;
- encourage self-advocacy;
- identify accommodations and modifications needed to achieve post-school goals.

Refer to Appendix B – Writing Transition Statements.

Key Characteristics:

- Takes into account individual needs, preferences and interests.
- Focuses on the youth's course of study or choosing classes and other school activities.
- Describes the youth's post-school goals.
- Is developed annually beginning with the IEP that is in effect when the youth first becomes 14, or younger if appropriate.
- Explains how courses of study are related to post-secondary goals.

What the law says:

Beginning when the child attains the age of 14, and annually thereafter until the child is no longer eligible for special education and related services, a statement identifying the courses of study needed to prepare the child for a successful transition to his or her goals for life after secondary school, such as participation in advanced placement courses or a vocational education program. Wis. Stats. §115.787(2)(g)1.

What the law means:

Transition planning begins no later than age fourteen. At age 14, transition planning means choosing classes or courses of study and other school activities. Transition planning is part of the IEP every year after that.⁷

Statement of Needed Transition Services at Age 16

Key Question:

What are the youth's needed transition services?

1. What services, supports or programs does the youth need to achieve his/her post-school goals?
2. Is the youth linked to needed post-school services, supports or programs before s/he leaves school?

Definition:

Needed transition services are a “coordinated set of activities” resulting in an “outcome-oriented” plan that includes, if appropriate:

- instruction;
- related services;
- community experiences;
- employment objectives;
- post-school adult living objectives;
- daily living skills;
- functional vocational evaluation.

Purpose:

A statement of transition services is needed to:

- focus on the youth's course of study to make certain there is alignment with desired post-school outcomes;
- identify and link the youth and family to any **needed** post-school services, supports or programs **before** the youth leaves school.

Key Characteristics:

- Based on individual needs.
- Developed annually beginning when the youth is 16, or younger if appropriate, until the youth is out of school.
- Takes into account individual needs, preferences and interests.
- Specifies needed transition services including long range activities needed to help the youth achieve post-school goals.
- Provides steps to take toward reaching the youth's post-school goals.
- Ensures that the youth is prepared for employment, education and independent living after high school.
- Demonstrates coordination of all transition activities among all responsible parties.
- Includes a statement of needed interagency linkages and responsibilities including payment for transition services.

What the law says:

Beginning when the child attains the age of 16, or earlier if that is determined to be appropriate by the individualized education program team, and annually thereafter until the child is no longer eligible for special education and related services, a statement of the needed transition services of the child, including, when appropriate, a statement of the interagency responsibilities or any cooperative arrangements between and among persons. Wis. Stats. §115.787(2)(g)2.

What the law means:

No later than age 16, the IEP team will make plans for transition services. Transition planning is part of the IEP every year until the child is out of school. Transition planning needs to include a statement about how other agencies in the community will help the child make a smooth transition to the community.⁸

Special Factors

Key Question:	<i>Are there special factors that need to be considered to allow children to benefit from their education?</i>
Definition:	<p>Special factors are considerations about how each of the following affect the child's ability to receive a FAPE:</p> <ul style="list-style-type: none">• behavior;• limited English proficiency;• communication;• assistive technology;• braille needs for children or youth with visual impairments;• communication needs of children or youth with hearing impairments.
Purpose:	To determine whether a child needs a particular device, service, intervention, supplementary aid, or program modification included in their IEP.
Key Characteristics:	Special factors should be considered without regard to disability category (e.g. think about behavioral factors for all children not just those with emotional/behavioral disabilities). There are also special factors to consider that are specific to visual impairment and hearing impairment

Behavior:

Key Question:	Is the child's behavior impacting his/her learning or that of others?
What the law says:	In the case of a child whose behavior impedes his or her learning or that of others consider, when appropriate, strategies, including positive behavioral interventions, and supports to address that behavior. Wis. Stats. §115.787(3)(b)1.
What the law means:	If a child has behavior problems that do not allow the child to learn, or do not allow other children to learn, the IEP team must think about what strategies, including positive behavioral interventions and supports, will be used to improve the child's behavior. ⁹

Limited English Proficiency:

Key Questions:	<ol style="list-style-type: none">1. Does the child's level of English language proficiency affect special education and related services needed by the child? If so, to what extent?2. Will the special education and related services needed by the child be provided in a language other than English?¹⁰
What the law says:	In the case of a child with limited English proficiency, consider the language needs of the child as such needs relate to the child's individualized education program. Wis. Stats. §115.787(3)(b)2.

What the law means: The IEP team must consider the special language needs of a child who has difficulties understanding and speaking English. The team must take these needs into consideration when writing the child's IEP.¹¹

Communication:

Key Questions: Does the child need to learn and/or use special communication/language skills and/or strategies? If yes, does the child's PLEP, annual goal(s) and short-term objectives or benchmarks address affected areas?

Assistive Technology:

Key Questions:

1. What, if any, assistive technology devices and/or services does the child need to achieve her/his annual goals, including benchmarks, or short-term objectives?
2. Does the child need to learn new and/or increase skills to use assistive technology devices and/or services? If yes, develop PLEP, annual goal(s) and benchmarks or short-term objectives in the appropriate area(s).¹²

What the law says: Consider whether the child requires assistive technology devices and services. Wis. Stats. §115.787(3)(b)5.

What the law means: The purpose of assistive technology and assistive technology services is to make sure the child gets a FAPE. The IEP team must decide if the child needs assistive technology devices and services in their general education classrooms or special education setting.¹³

Braille Needs For Children or Youth With Visual Impairments:

Key Questions:

1. Have the child's current reading and writing skills been evaluated?
2. What is the learning medium (or media) that would benefit the child at this time? (Consider all needs to successfully access all core and expanded curriculum areas.)
3. Does the child need instruction in braille?
4. Are there any areas of the child's instructional program where the use of braille (at any level) would be appropriate?
5. Have media needs been considered for the child's future?
6. If a learning media other than braille is determined to be more appropriate for the child at this time, indicate the criteria used to make this decision.

What the law says: In the case of a child who is visually impaired, provide for instruction in braille and the use of braille unless the individualized education program team determines, after an evaluation of the child's reading and writing skills, needs and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in braille or the use of braille, that instruction in braille or the use of braille is not appropriate for the child. Wis. Stats. §115.787(3)(b)3.

What the law means: If a child is visually impaired the IEP team must look at providing instruction in braille and the use of braille. The IEP team will decide after testing of the child's reading and writing skills, looking to see if the child needs, or would benefit from special reading and writing media, or would have needs in the future for learning and using braille. If the IEP team decides it is not appropriate for the child it must state that in the IEP.¹⁴

Communication Needs For Children or Youth with Hearing Impairments:

Key Questions: If a child is hearing impaired, ask the following questions:

- Does the child have opportunities for direct communication with peers and professional personnel in her/his language and communication mode and academic level? For example, a hearing impaired child may need opportunities to communicate with peers and teachers with American Sign Language (ASL).
- What is the child's full range of needs, including opportunities for direct instruction in her/his language and communication mode?¹⁵

What the law says: Consider the communicative needs of the child, and, in the case of a child who is hearing impaired, consider the child's language and communicative needs, opportunities for direct communications with peers and professional personnel in the child's language and communicative mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communicative mode. Wis. Stats. §115.787(3)(b)4.

What the law means: The IEP team must consider the communication needs of the child. If a child is hearing impaired, the IEP team must consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel. These needs must address the child's language and communication mode. The IEP team must consider the child's academic level and full range of needs, including opportunities for direct instruction in the child's language and mode of communication.¹⁶

Participation in State and District Assessments

Key Questions:	<p>Will the child participate in state and district assessments:</p> <ul style="list-style-type: none">• the same way as children without disabilities?• with accommodations?• with an alternate assessment?
Definition:	<p>Participation means providing children with disabilities the same opportunity as children without disabilities to demonstrate knowledge and skills on state or district assessments. State assessments mean the Wisconsin Student Assessment System (WSAS) which includes:</p> <ul style="list-style-type: none">• Wisconsin Knowledge and Concepts Examination (WKCE) given at 4th, 8th, and 10th grade;• Wisconsin Reading Comprehension Test (WRCT) given at 3rd grade;• High School Graduation Test (HSGT) given in 11th and 12th grades when the test is required by state law.
Purpose:	<p>To provide information about how a child with a disability is progressing in the general curriculum, and to guide decision making about the child's learning and instructional needs.</p>
Key Characteristics:	<p>Participation decisions are:</p> <ul style="list-style-type: none">• made by the IEP team based upon a thorough review of child specific data such as recent evaluation information, work samples and pupil records;• dependent upon the IEP team's knowledge of what the test measures and how it is administered;• made <u>prior to</u> the child taking the test;• made for each section of the WSAS test (e.g., a separate decision for reading/language arts, writing, math, science and social studies). <p>If a child will not take a standardized test the IEP team must state:</p> <ul style="list-style-type: none">• why the standardized assessment is not appropriate;• how the child will be assessed through alternate means.
Related Definitions:	<p>Accommodations are adjustments in the way a test is given that creates access and diminishes the impact of the disability on the child's opportunity to demonstrate what they know without changing what the test is designed to measure.</p> <p>Alternate assessment is a review process that uses current, reliable, representative data to reflect the child's performance in relation to the academic standards for all children or youth. Alternate assessment is used when the IEP team determines that, even with accommodations, a child would be unable to demonstrate at least some of the knowledge and skills measured by a standardized assessment.</p>

What the law says:

1. A statement of any individual modifications in the administration of any statewide or local educational agency-wide assessment of pupil achievement that are needed for the child to participate in the assessment.
2. If the individualized education program team determines that a child will not participate in a particular statewide or local educational agency-wide assessment of pupil achievement, or part of such an assessment, a statement of why that assessment is not appropriate for the child and how the child will be assessed through alternative means. Wis. Stats. §115.787(2)(e)

What the law means:

Usually, children with disabilities will participate in state and district-wide assessments. The IEP says what changes might be needed in how the test is given. It also explains what help the child will have for state tests or school district tests. Most children with disabilities will take the state and district-wide assessments, with or without accommodations. For the few children who cannot take the regular tests, the IEP team must explain why and provide for alternate assessment.¹⁷

Summary of Educational Services

Key Question:	<i>What special education and other services are needed to meet the annual goals?</i>
Definitions:	<p>Services:</p> <ul style="list-style-type: none">• Special education is specially designed instruction, regardless of where the instruction is conducted, that is provided at no cost to the child or child's parents to meet the unique needs of a child with a disability, including instruction in physical education. Wis. Stats. §115.76(15).• Related services means transportation and such developmental, corrective and other supportive services as may be required to assist a child with a disability to benefit from special education. Wis. Stats. §115.76(14).• Supplementary aids and services means aids, services and other supports that are provided in general education classes or other education-related settings to enable a child with a disability to be educated with nondisabled children to the maximum extent appropriate. Wis. Stats. §115.76(16). Examples include highlighted text, audiotape texts, modified assignments, and FM systems.• Program modifications or supports for school personnel could include team teaching, weekly consultation between regular and special education teachers, training, or assistance modifying an assignment or highlighting a textbook.¹⁸
Purpose:	<p>The services are needed for the child to:</p> <ul style="list-style-type: none">• advance toward attaining annual goals;• be involved and progress in the general curriculum;• participate in extracurricular and non-academic activities;• be educated and participate with other children or youth with and without disabilities.
Key Characteristics:	<ul style="list-style-type: none">• Describes child specific specially designed instruction and other services (e.g. reading, social skills, occupational therapy, transportation, accommodations).• Describes how often (amount/frequency) the service is provided (e.g. 20 minutes 3 times per week, 100 minutes daily, "tests are read when the reading level of the test is above child's independent level.").• Describes the setting where (location/s) the service is delivered (e.g. special education classroom, general education classroom, lunchroom, counselor's office).• Describes the length of time (duration) the service is delivered if it is different from the IEP beginning and ending dates (e.g. twice weekly during first semester).

What the law says:

A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child to do all of the following:

1. advance appropriately toward the annual goals.
 2. be involved and progress in the general curriculum in accordance with par. (a) and participate in extracurricular and other non-academic activities.
 3. be educated and participate with other children with disabilities and nondisabled children in the activities described in this subsection.
- Wis. Stats. §115.787(2)(c).

What the law means:

The IEP must include:

- an explanation of what special education and related services, extra help and supplementary aids and services will be given to the child or provided for the child;
- a statement about program changes, or help for school staff that will help the child do all of the following: 1) move appropriately toward the annual goal; 2) be part of the general education curriculum and learn as much of it as possible, and 3) be part of any school activities that any other children do.¹⁹

Keep this in mind! You have completed the summary of educational services when it reflects each goal, and when you have documented support for the other disability related needs of the child.

Placement Considerations

Please Note: Considerations of curriculum, environment and placement determine the least restrictive environment (LRE) in which a child will receive a free, appropriate public education (FAPE). The concept of LRE is found throughout the individualized education plan. The present level of educational performance requires the IEP team to state how the child's disability affects progress and involvement in general curriculum (for preschool children, how the disability affects participation in appropriate activities).

The summary of services requires an explanation of the extent, if any, to which the child will not participate with nondisabled peers and the extent, if any, to which the child will not participate in the general curriculum. "The child's placement (1) is determined at least annually; (2) is based on the child's IEP; and (3) is as close as possible to the child's home." 34 C.F.R. 300.552(b)(1)-(3). "Unless the IEP of the child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled." 34 C.F.R. 300.552(c). Discussion about curriculum and environment throughout the IEP process leads to the determination of an appropriate placement.

Key Questions:

Curriculum:

- To what extent, if any, will the child not be involved in regular classes and the general curriculum?
- For preschoolers, to what extent, if any, will the child not be involved in age-appropriate activities?
- How does the child's disability affect the child's progress and involvement in the general curriculum?
- Have needed modifications to the curriculum in the general classroom been considered so that the child can be successful?
- Have program modifications been considered so the child can be involved in the general curriculum?
- Have supports for school personnel been considered so the child can be involved in the general curriculum?

Environment:

- Is the child with a disability being educated to the maximum extent appropriate with nondisabled children?
- Has the IEP team considered the environment or school that the child would attend if the child did not have a disability?
- Can the child's goals and objectives be met satisfactorily with the use of supplementary aids and services (special education and related services) in the general education environment? (For preschoolers, in a setting with age-appropriate peers?)
- Has the child been removed from the general education environment if some or all of the child's needs cannot be met with supplemental aids and services?

Purpose:	To determine the extent to which children with disabilities can participate in the general curriculum and the general education environment.
Key Characteristics:	<ul style="list-style-type: none"> • Based on the individual needs of the child as identified in his/her IEP. • Considers the nature and severity of the child's disability. • Considers needed modifications in the general curriculum and supplementary aids and services. • Considers program modifications and supports.
What the law says:	<p>“Each public agency shall ensure (1) that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (2) that special classes, separate schooling or other removal of children with disabilities from the general educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” 34 C.F.R. 300.550 (b)</p> <p>“A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.” 34 C.F.R. 300.552 (e)</p>
What the law means:	<p>Most children with disabilities should be educated in the regular classroom with nondisabled children their own age. The IEP team must talk about modifications, if needed, to the curriculum in the general classroom. Children with disabilities can be removed from the regular classroom when the child's needs are so great that they cannot be met in the regular classroom even with extra help.</p> <p>The IEP team must consider the school which the child would attend if the child did not have a disability. The IEP team is not required to keep the child at the “neighborhood school.”</p> <p>A school cannot remove a child from the regular classroom just because the child needs to have the curriculum modified.²⁰</p>

Appendix A

Example IEP Documents

Example IEPs

These examples address each element of the IEP. They describe children of differing ages with different disability related needs. In each IEP the annual goals are referenced to the Wisconsin Model Academic Standards. The intent is to show a relationship between the goal and the standard. The standards cited are those that are nearest the child's functional level, and indicate the standard from which each goal is derived.

Because of the differing needs of children, the standards referenced are not always at the child's chronological grade placement. To provide a more closely related alignment between standards and IEP goals the IEP team might reference their district's grade level benchmarks or the alternate performance indicators (APIs) if they are more appropriate for the child. Documentation of the relationship between the standards and IEP goals is NOT a required part of IEP development.

Each example also highlights an aspect of IEP preparation. Ed is a preschool child and his IEP addresses behavioral concerns. Dan is an elementary child and his IEP addresses participation in standardized assessment. Erin is high school age, and her IEP addresses participation in standardized assessment and documents transition needs.

The IEP examples seek to provide models of language that can be used to complete each of the IEP elements. The intent of the examples is NOT to indicate that there is only ONE right way for the team to develop language to complete IEP elements.

Remember:

- There are many correct ways to phrase IEP language.
- Write only what you intend to do, not what you think you might do.
- Be precise and clear so that the language is understood by everyone.
- Use the "stranger test" to assess the clarity of what has been written.

The example IEPs contain the elements outlined in the Wisconsin Department of Public Instruction's sample IEP forms. Your district/CESA IEP forms may combine IEP elements or use language that is different from the DPI sample IEP forms. If that is the case, follow your district/CESA forms.

Ed's IEP

Present Level of Educational Performance (PLEP):

Ed is a four-year-old child who spends most of his time with adults. He has had very few experiences playing with children his same age. Mom reports that he likes to “have his own way” and “doesn’t listen.” Mom and Dad find it difficult to read stories to Ed because of his short attention span (less than three minutes). He seldom spends more than two to three minutes playing alone with toys. He does not share or interact with toys without adult assistance. He becomes frustrated and bangs his toys or objects on the floor or throws them when he cannot figure out how to use them.

Ed is able to eat by himself and put on his underclothes, T-shirt and elastic band pants. He is not completely toilet trained at this time. Ed is able to walk, run, and jump independently. He is very active and especially likes to play on his swing-set in his back yard.

Ed uses two and three word sentences and asks many “what” and “what doing” questions. He needs to increase the length of his sentences and be able to ask who, where, and what questions. Other children of Ed’s age typically are toilet trained, enjoy reading books, use complete sentences, dress completely and use language to communicate their wants and needs.

Annotated text for Ed’s Present Level of Educational Performance:

	Ed is a four-year-old child who spends most of his time with adults. He has had very few experiences playing with children his same age.	
<u>Baseline for Goal 3</u>	<u>Mom reports that he likes to “have his own way” and “doesn’t listen.” Mom and Dad find it difficult to read stories to Ed because of his short attention span (less than three minutes).</u>	<i>Parent concern</i>
<u>Baseline for Goal 2</u>	<u>He seldom spends more than two to three minutes playing alone with toys. He does not share or interact with toys without adult assistance.</u>	<i>Need</i>
<u>Baseline for Goal 1</u>	<u>He becomes frustrated and bangs his toys on the floor or throws them when he cannot figure out how to use them.</u> <i>Ed is able to eat by himself and put on his underclothes, T-shirt and elastic band pants.</i>	<i>Strength</i>
<u>Baseline for Goal 4</u>	<u>He is not completely toilet trained at this time.</u> <i>Ed is able to walk, run, and jump independently.</i> <i>He is very active and especially likes to play on his swing-set in his back yard.</i>	<i>Need</i> <i>Strength</i> <i>Strength</i>

Baseline for Goal 5

Ed uses two and three word sentences and asks many “what” and “what doing” questions.

He needs to increase the length of his sentences and be able to ask who, where, and what questions.

Need

How disability affects involvement in general curriculum.

Other children of Ed’s age typically are toilet trained, enjoy reading books, use complete sentences, dress completely and use language to communicate their wants and needs.

Measurable level of attainment (Referenced to fourth grade Wisconsin Academic Standards)

GOALS:

Goal 1: Without cues from adults, Ed will use at least two strategies to solve common problems that occur when using toys or objects. (Math A.4.1; Math A.4.5)

Objectives:

1. With adult prompts, Ed will ask an adult or peer for help when he is having a problem with a toy or object.
2. With adult prompts, Ed will try at least one alternative strategy to solve a problem when he is having difficulty using a toy or object.
3. When Ed has a problem with a toy or object, he will describe to an adult one solution he will use to solve the problem.

Procedures for measuring progress toward the annual goal:

1. Data recording at least twice per week of using appropriate strategies to solve problems when playing with toys, putting together puzzles, etc.
2. Anecdotal records of using problem solving strategies when playing with toys at least weekly.

Procedures for notifying parents of child's progress toward the annual goal:

1. Weekly notebook.
2. Once per week phone contact or personal visit with parents.

Measurable level of attainment (Referenced to fourth grade Wisconsin Academic Standards)

Goal 2: While playing with at least one other child, Ed will share and interact with toys without adult assistance five times per day by May 15. (Language Arts D.4.1; Social Studies C.4.1)

Benchmarks:

1. Ed will play next to another child using different toys for 10 minutes with adult assistance at least once per day by November 15.
2. Ed will play with another child using the same toys for 10 minutes without adult assistance at least once per day by January 15.
3. Ed will play with other children at least five times per day without having tantrums and without crying by March 15.
4. Ed will play turn-taking games with another child with adult assistance at least once per day for 10 minutes by March 15.

Procedures for measuring progress toward the annual goal:

1. Data recording twice per week of Ed's play behavior during play activities in the classroom and on the playground.
3. Anecdotal records of play behavior during group play activities in the classroom and on the playground at least weekly.

Measurable level of attainment (Referenced to fourth grade Wisconsin Academic Standards)

Procedures for notifying parents of the child's progress toward the annual goal:

1. Weekly notebook.
2. Once per week phone contact or personal visit with parents.

Goal 3: Ed will attend to individual and small group activities for at least 15 minutes. (Language Arts D.4.1)

Benchmarks:

1. Ed will join friends or family to listen to a story for 5 minutes at least three times per week by November 15.
2. When interacting in a small group, Ed will maintain focus on an activity for at least 5 minutes by January 15.
3. Ed will listen and attend to a 10-minute activity that includes a story and discussion by March 15.

Procedures for measuring progress toward the annual goal:

1. Target one story time, one small group and one individual activity twice weekly to record time of attending to activity.
2. Anecdotal records of attending to activities at least weekly.

Procedures for notifying parents of the child's progress toward the annual goal:

1. Weekly notebook.
2. Once per week phone contact or personal visit with parents.

Measurable level of attainment (Referenced to fourth grade Wisconsin Academic Standards)

Goal 4: Ed will use the bathroom so that he will not need diapers during the day. (Language Arts D.4.1)

Benchmarks:

1. Ed will tell adults when he needs his diapers changed by November 1.
2. With adult assistance, Ed will use the toilet at regular intervals by January 30.
3. Ed will ask or tell an adult he wants to use the toilet when he needs to so that he can wear underwear rather than a diaper or pull-up by May 1.

Procedures for measuring progress toward the annual goal:

1. Daily data recording of Ed's ability to tell an adult when he needs to use the toilet and/or uses the toilet by himself.

Procedures for notifying parents of the child's progress toward the annual goal:

1. Weekly notebook.
2. Once a week phone contact or personal visit with parent.

Measurable level of attainment (Referenced to fourth grade Wisconsin Academic Standards)

Goal 5: Ed will increase his ability to use language by using 4-5 word sentences when he talks with adults and children. (Language Arts C.4.1)

Objectives:

1. With the assistance of picture cues, Ed will use 4-5 word sentences when he tells a story or talks to his family.
2. Using verbal models and visual cues, Ed will ask “who, where and when questions” when he needs information from an adult or a child.
3. Using verbal models and visual cues, Ed will use “no, not, can’t, don’t” within a sentence that contains a noun and a verb and 4-5 words.
4. Using verbal models and visual cues, Ed will add “s” at the end of words to show that there is more than one.

Procedures for measuring progress toward the annual goal:

1. Language sample once every three months.
2. Data recording twice weekly of asking questions, using negative sentences and using plurals.
3. Anecdotal records of Ed’s use of language.

Procedures for notifying parents of the child’s progress toward the annual goal:

1. Weekly notebook.
2. Once per week phone call or personal visit with parent.

Summary of Instructional Services:

Service	Frequency/ Amount	Location	Duration
I. Special Education			
1. Large group, small group and individualized instruction in the areas of: <ul style="list-style-type: none"> • Problem-solving skills • Cognitive skills • Attending behavior • Self-help skills 	4 half-days per week; 150 minutes per day	Early Childhood: Special education classroom	September-November
	4 half days per week; 120 minutes per day	Early Childhood: Special education classroom	December-June

2. Small group social/emotional skills instruction in a play group	4 half-days per week; 30 minutes per day	General education classroom	September-November
	4 half-days per week; 60 minutes per day	General education classroom	December-June
3. Speech/Language Therapy	30 minutes per day 4 days per week	Special and general education classroom	Same as IEP
4. Home visit (Mom, Dad and Ed)	90 minutes per month	Home	Same as IEP
II. Related Services			
III. Supplemental Aids and Services			
IV. Program modifications or supports for school personnel			

- ☐ The child will participate full-time with nondisabled peers in regular education, or for preschoolers, in age appropriate settings.
- ☒ The child will not participate full-time with nondisabled peers in regular education, or for preschoolers, in age appropriate settings. (If you have indicated a location other than the regular education environment in I, II, or III above, you must check this box and explain why full-time participation with nondisabled peers is not appropriate.)

Ed has significant developmental delays in the areas of language, behavior, cognition and self-help. The IEP team considered education full-time with nondisabled children, e.g., home, Head Start, four-year-old preschool, and determined that the specificity of instruction needed to meet all of Ed's goals and objectives could not be achieved in general education even with supplementary aids and services, e.g., consultation with parent and/or general education teacher, modifying the environment and modifying the instruction. To attain the goals and objectives of his IEP, Ed will need to spend the majority of his instructional day in one-to-one and small group activities in an early childhood: special education environment.

Dan's IEP

Present Level of Educational Performance (PLEP):

Dan is a fourth grader who has a good sense of humor and is accepted by his peers who provide him with assistance when needed. Dan can successfully participate in the fourth grade math curriculum. Science and social studies instruction also takes place in general education, and Dan experiences success when provided with an assignment notebook, reading of tests and a peer tutor for written assignments.

Dan has difficulty with reading and is unable to apply decoding strategies to one-syllable or multi-syllable words. This affects his oral reading rate, which is slow and labored. He can identify most letters and letter combinations correctly in isolation. Dan cannot read classroom materials independently but understands reading material at grade level that he listens to, and can report facts and make inferences from listening. This affects Dan's ability to complete grade level reading and writing activities independently. Currently Dan reads 110 words per minute with 8-10 errors at his independent reading level of second grade.

Dan also has difficulty with writing and in following directions. When directions are given he can pick up on clues from peers around him when he doesn't understand what to do in class. Dan can successfully follow 1 and 2-step directions. This makes it hard for him to follow classroom activities and assignments. His written work contains many spelling errors, lacks necessary punctuation, and his sentences are 3-5 words in length.

Dan's parents are concerned about his reading and writing skills and feel he needs help in these areas. They also notice his difficulty in following directions. They are happy with his grades in math and his comments that he has friends in school.

Annotated Text for Dan's Present Level of Educational Performance:

	Dan is a fourth grader who has a <i>good sense of humor and is accepted by his peers</i> who provide him with assistance when needed. Dan can successfully participate in the fourth grade math curriculum.	<i>Strength</i>
How disability affects involvement in general curriculum.	Science and social studies instruction also takes place in general education, and Dan experiences success when provided with an assignment notebook, reading of tests and a peer tutor for written assignments.	
	<i>Dan has difficulty with reading and is unable to apply decoding strategies to one-syllable or multi-syllable words.</i>	<i>Need</i>
How disability affects involvement in general curriculum.	This affects his oral reading rate, which is slow and labored. He can identify most letters and letter combinations correctly in isolation.	

How disability affects involvement in general curriculum.	Dan cannot read classroom materials independently but <i>understands reading material at grade level that he listens to, and can report facts and make inferences from listening</i> . This affects Dan's ability to complete grade level reading and writing activities independently.	<i>Strength</i>
<u>Baseline for Goal 1</u>	<u>Currently Dan reads 110 words per minute with 8-10 errors at his independent reading level of second grade.</u> <i>Dan also has difficulty following directions and in writing.</i> When directions are given he can pick up on clues from peers around him when he doesn't understand what to do in class.	<i>Need</i>
<u>Baseline for Goal 3</u>	<u>Dan can successfully follow 1 and 2-step directions.</u>	<i>Strength</i>
How disability affects involvement in general curriculum.	<i>This makes it hard for him to follow classroom activities and assignments.</i>	<i>Need</i>
<u>Baseline for Goal 2</u>	His written work contains many spelling errors, lacks necessary punctuation, and <u>his sentences are 3-5 words in length.</u> <i>Dan's parents are concerned about his reading and writing skills and feel he needs help in these areas. They also notice his difficulty in following directions. They are happy with his grades in math and his comments that he has friends in school.</i>	<i>Need</i> <i>Parent Concern</i>

Measurable level of attainment (Referenced to fourth grade Wisconsin Academic Standards)

GOALS:

Goal 1: Dan will read 130 words per minute with no more than two errors in materials at an independent reading level of third grade. (Language Arts A.4.1)

Objectives:

1. Using verbal and visual models, Dan will choose one of the following decoding strategies - sounding out words, identifying word patterns, or using context clues - to decode unfamiliar words in 9 of 10 attempts.
2. Given one-syllable words, Dan will correctly apply an appropriate decoding strategy in 9 of 10 attempts.
3. Given multi-syllable words, Dan will correctly apply an appropriate decoding strategy in 9 of 10 attempts.

Procedures for measuring progress toward the annual goal:

1. Weekly timed oral readings where Dan's use of the decoding strategies of sounding out words, identifying word patterns and using context clues is recorded.
2. Log observations about Dan's reading using classroom materials.

Procedures for notifying parents of the child's progress toward the annual goal:

1. Monthly phone conference with parents.
2. Written progress report at the time report cards are distributed.

Measurable level of attainment (Referenced to fourth grade Wisconsin Academic Standards)

Goal 2: Dan will write 8-10 word sentences with no more than one error in spelling and punctuation. (Language Arts B.4.2; B.4.3)

Objectives:

1. Using a mechanical spell checker, Dan will edit his writing and make spelling corrections.
2. With individualized instruction, Dan will apply strategies including phonetic analysis and word families to spell unfamiliar words with 85% accuracy.
3. With a peer editor, Dan will review three writing assignments per week and make all needed corrections in punctuation.
4. Using an explicit writing process strategy and teacher assistance, Dan will plan and write a paragraph on a topic of at least five sentences using correct grammar, punctuation and spelling.

Procedures for measuring progress toward the annual goal:

1. Analysis of weekly writing samples to assess spelling, punctuation and writing strategies.
2. Log observations of Dan's use of a spell checker and peer editor during classroom writing activities.
3. Quarterly interviews with Dan to assess the effectiveness of spelling strategies being used and make refinements.

- Weekly recording of the accuracy of the three peer edited writing assignments Dan completes.

Procedures for notifying parents of the child's progress toward the annual goal:

- Monthly phone conference with parents.
- Written progress report at the time report cards are distributed.

Measurable level of attainment (Referenced to fourth grade Wisconsin Academic Standards)

Goal 3: Dan will demonstrate understanding of 3 or 4 step classroom directions by following them in 4 of 5 opportunities. (Language Arts C.4.2)

Objectives:

- Using rehearsal and modeling, Dan will follow 3 or 4 step classroom directions with 90% accuracy.
- Using verbal cues, Dan will follow 3 or 4 step classroom directions with 90% accuracy.
- When presented with directions, Dan will ask for needed clarification from teachers or peers in 4 of 5 instances.

Procedures for measuring progress toward the annual goal:

- Anecdotal records of Dan's use of clarifying questions.
- Weekly charting of the number of steps Dan can follow in performing classroom activities.

Procedures for notifying parents of the child's progress toward the annual goal:

- Monthly phone conference with parents.
- Written progress report at the time report cards are distributed.

Summary of Instructional Services:

Service	Frequency/ Amount	Location	Duration
I. Special Education			
1. Small group instruction in reading.	40 minutes 5 times per week	Special education classroom	Same as the IEP
2. Small group instruction in spelling, grammar sentence and paragraph development	20 minutes 5 times per week	Special & general education classroom	Same as the IEP
II. Related Services			
Speech and Language	40 minutes, twice per week	Therapy room & general education classroom	Same as the IEP

III. Supplementary Aids and Services:			
1. Mechanical spell checker.	Daily	Special and general education classroom	Same as the IEP
1. Oral administration of tests.	Tests having more than 5 questions or 10 words per question.	Special education classroom	Same as the IEP
3. Additional time to edit and complete writing assignments.	Assignments requiring more than 5 sentences.	General education classroom	Same as the IEP
4. Classroom materials on tape.	Literature and subject content not read in class	Special & general education classroom	Same as the IEP
5. Peer editor for writing.	Minimum of 3 times per week for a total of 45 minutes.	Special & general education classroom	Same as the IEP
IV. Program Modifications or Supports for School Personnel:			
Consultation by the speech/language pathologist with special and general education teachers.	30 minutes every 2 weeks	Special & general education classroom	Same as the IEP

- ☐ The student will participate full-time with nondisabled peers in regular education, or for preschoolers, in age appropriate settings.
- ☒ The student will not participate full-time with nondisabled peers in regular education, or for preschoolers, in age appropriate activities. (If you have indicated a location other than the regular education environment in I, II or III above, you must check this box and explain why full-time participation with nondisabled peers is not appropriate.)

Dan will receive small group instruction for reading, written language activities in spelling and grammar, and individualized instruction in following directions. This instruction will be expanded and reinforced in the general education classroom where Dan will receive all other instruction with supplemental aids and services.

Participation in Statewide Assessments:

Wisconsin Knowledge and Concepts Examination (WKCE): ☒ 4th ☐ 8th ☐ 10th

☐ Child will not be in 4th, 8th or 10th grade when the assessment is given.

Check areas where assessment will be given:

- | | |
|-----------------------------------------------------------|---------------------------------------------|
| <input checked="" type="checkbox"/> reading/language arts | <input checked="" type="checkbox"/> writing |
| <input checked="" type="checkbox"/> science | <input checked="" type="checkbox"/> math |
| <input checked="" type="checkbox"/> social studies | |

Describe any necessary accommodations:

1. Dan will need the text of the social studies, math and science tests read to him.
2. Dan will need additional time to complete each test.

Check areas where alternate assessment will be given:

- ☐ reading/language arts
- ☐ writing
- ☐ science
- ☐ math
- ☐ social studies

Also, describe why the statewide assessment is not appropriate for the child and how the student will be assessed.

Erin's IEP

Present Level of Educational Performance (PLEP):

Erin is a sixteen-year-old girl who enjoys interacting with both adults and peers. She has recently begun to initiate conversations with adults. Fifty percent of the time her communications and interactions are inappropriate because she does not have the verbal skills to communicate her thoughts, wants and needs. When Erin becomes frustrated she sometimes bites her hand. Erin's communication skills and social interaction skills are significantly delayed at approximately the 6-year level. At the present time she asks questions to get information and answers questions asked of her about 50 percent of the time. She needs to learn words that will assist her in the classroom, school, grocery store, community, home and a job/vocation. Currently she knows about twenty functional words. Erin can tell time at the hour and can identify coins and dollar bills. Mom and Dad are very concerned that she will be able to work outside the home when she is finished with school.

Erin's severely delayed communication and social skills contribute significantly to her academic skill level. She is currently at a primary level in the area of academics and is working on developing independent functional living skills. The general curriculum focuses on higher-level academic skills. In a classroom setting she can work independently, knows what to do next if given a task to complete and knows what to do if she encounters a problem. She is learning to transfer learned skills into daily living situations at home and school. At the present time Erin can function independently about 30% of the time. Erin needs to increase her ability to function independently at home, school and in the community when a task needs to be completed and the routine is changed. Erin enjoys being around older people. A post-school outcome would be to live in a community-based living arrangement and work with older people in a supported work environment such as a nursing home or senior citizens center.

Annotated Text:

	<i>Erin is a sixteen-year-old girl who enjoys interacting with both adults and peers.</i>	<i>Strength</i>
	<i>She has recently begun to initiate conversations with adults.</i>	
<u>Baseline for Goal 2</u>	<u><i>Sometimes her communications and interactions are inappropriate because she does not have the verbal skills to communicate her thoughts, wants and needs. When Erin becomes frustrated she sometimes bites her hand.</i></u>	<i>Need</i>
	<i>Erin's communication skills and social interaction skills are significantly delayed at approximately the 6-year level.</i>	
<u>Baseline for Goal 1</u>	<u><i>At the present time she asks questions to get information and answers questions asked of her about half-of the time.</i></u>	
	<i>She needs to learn words that will assist her in the classroom, school, grocery store, community, home and a job/vocation.</i>	<i>Need</i>
<u>Baseline for Goal 3</u>	<u><i>Currently she knows about twenty functional words.</i></u>	
<u>Baseline for Goal 4</u>	<u><i>Erin can tell time at the hour and can identify coins and dollar bills.</i></u>	<i>Need</i>

	<i>Mom and Dad are very concerned that she will be able to work outside the home when she is finished with school.</i>	<i>Parent concern</i>
How disability affects involvement in general curriculum.	Erin's severely delayed communication and social skills contribute significantly to her academic skill level. She is currently at a primary level in the area of academics and is working on developing independent functional living skills. The general curriculum focuses on higher-level academic skills.	
	<i>In a classroom setting she can work independently, knows what to do next if given a task to complete and knows what to do if she encounters a problem.</i>	<i>Strength</i>
<u>Baseline for Goal 5</u>	<u>She is learning to transfer learned skills into daily living situations at home and school. At the present time Erin can function independently about 30% of the time.</u>	
	<i>Erin needs to increase her ability to function independently at home, school and in the community when a task needs to be completed and the routine is changed.</i>	<i>Need</i>
<u>Baseline for Goal 6</u>	<u>Erin enjoys being around older people. A post-school outcome would be to live in a community-based living arrangement and work with older people in a supported work environment such as a nursing home or senior citizens center.</u>	<i>Strength</i>

Measurable level of attainment (Referenced to fourth grade Wisconsin Academic Standards)

GOALS:

Goal 1: When talking with adults and peers, Erin will increase her ability to ask questions when appropriate and answer questions appropriately 90% of the time. (Language Arts C.4.3)

Objectives:

1. With verbal models and cues, Erin will answer “what, where, when, or who” questions correctly 90% of the time.
2. With verbal cues, Erin will ask adults and peers questions that relate to the current task or situation 90% of the time.

Procedures for measuring progress toward the annual goal:

1. Twice monthly interviews with Erin’s teachers, paraeducator, and other school staff with whom she interacts to record data about question asking and answering.
2. Twice monthly phone conversations with parents to record data about question asking and answering.
3. Weekly targeted data recording in the classroom while Erin is engaged in activities.

Procedures for notifying parents of the child’s progress toward the annual goal:

1. Twice monthly phone contacts.
2. Quarterly parent conferences.
3. Written progress report that coincides with scheduled school reporting periods.

Measurable level of attainment (Referenced to fourth grade Wisconsin Academic Standards)

Goal 2: Erin will increase her ability to communicate with adults and peers by telling others what she is thinking, wanting or needing in 90 percent of her communications with others. (Language Arts C.4.1 and C.4.3)

Objectives:

1. With verbal cues, Erin will ask for help when she needs assistance 90 percent of the time.
1. With prompting from an adult or peer, Erin will respond with at least one or two words that are related to the topic 90 percent of the time.
1. Erin will increase the length of her sentences to at least three words when provided with a picture story and asked to tell what is happening in each of the pictures.
1. When reminded to use words, Erin will decrease the incidents of biting her hand to zero occurrences.

Procedures for measuring progress toward the annual goal:

1. Twice monthly interviews with Erin's teachers, paraeducator, and other school staff with whom she interacts to record data about Erin's communication regarding her thoughts, wants and needs.
2. Twice monthly phone conversations with parents to record data about Erin's communication regarding her thoughts, wants and needs.
3. Weekly targeted data recording in the classroom while Erin is engaged in communication activities.

Procedures for notifying parents of the child's progress toward the annual goal:

1. Twice monthly phone contacts.
2. Quarterly parent conferences.
3. Written progress report that coincides with scheduled school reporting periods.

Measurable level of attainment (Referenced to fourth grade Wisconsin Academic Standards)

Goal 3: Erin will read 50 functional words that are meaningful to her everyday life. (Language Arts A.4.1)

Objectives:

1. When asked to match 50 words to real objects or pictures, Erin will match each word to an object or picture.
2. When provided with cues from an adult, Erin will be able to read 50 words that are used frequently in the school building, at home and in the community.

Procedures for measuring progress toward the annual goal:

1. Twice monthly data recording of Erin's ability to read functional words which occur in the school environment.
2. Once monthly data recording of Erin's ability to read functional words which occur in the community.
3. Monthly phone conversations with parents to record data about Erin's ability to read functional words at home and in the community.

Procedures for notifying parents of the child's progress toward the annual goal:

1. Twice monthly phone contacts.
2. Quarterly parent conferences.
3. Written progress report that coincides with scheduled school reporting period.

Measurable level of attainment (Referenced to fourth grade Wisconsin Academic Standards)

Goal 4: Erin will independently tell time to the nearest half-hour and count money using all coins and one dollar bills so that she will be able to be independent at home and in the community. (Math B.4.2 (money) and D.4.3 (time); Social Studies D.4.1)

Benchmarks:

1. Following a visual model and a verbal cue, Erin will tell time to the nearest half-hour by December.
2. Using a verbal cue, Erin will tell time to the nearest half-hour by March.
3. Using a visual model and verbal cues, Erin will count coins and dollar bills accurately by December.
4. Using verbal cues, Erin will count coins and dollar bills accurately by March.

Procedures for measuring progress toward the annual goal:

1. Twice monthly observation and charting of Erin's ability to tell time and count money in school and community environments.
2. Twice monthly phone conversations with parents regarding Erin's functional application of money and time concepts.
3. Weekly targeted data recording in the classroom while Erin is engaged in functional activities.

Procedures for notifying parents of the child's progress toward the annual goal:

1. Twice monthly phone contacts.
2. Quarterly parent conferences.
3. Written progress report that coincides with scheduled school reporting periods.

Measurable level of attainment (Referenced to fourth grade Wisconsin Academic Standards)

Goal 5: Erin will complete functional independent living tasks 90% of the time that she is given directions and requested to complete a task. (Social Studies C.4.1; Language D.4.2)

Objectives:

1. Given directions by an adult, Erin will complete tasks such as cleaning the tables in the cafeteria, vacuuming the room, arranging supplies on the shelf, sorting different types of paper products into categories, cleaning her room at home, doing the dishes within the given amount of time and meeting the stated quality expectations as identified by the adult.
1. Following a model and instruction, Erin will independently wash, dry, fold and hang up clothes at the laundromat.
1. Following a model and instruction, Erin will be able to maintain, organize and keep a clean work area 90% of the time she is working on a project.
1. Given adult prompts, Erin will be able to think about and verbalize at least one alternative when a known routine is changed.

Measurable level of attainment (Referenced to Wisconsin Academic Standards)

Procedures for measuring progress toward the annual goal:

1. Anecdotal information from Erin's teachers, paraeducator, and other school staff with whom she interacts about her completion of functional independent living tasks.
2. Twice monthly phone conversations with parents about Erin's completion of functional independent living tasks.
3. Weekly targeted data recording in the classroom while Erin is engaged in activities.

Procedures for notifying parents of the child's progress toward the annual goal:

1. Twice monthly phone contacts.
2. Quarterly parent conferences.
3. Written progress report that coincides with scheduled school reporting periods.

Goal 6: Erin will explore work through a supported work experience in three of the five nursing homes in the community. (Business Standard K. Career Development)

Objectives:

1. With adult assistance, Erin will choose three nursing homes where she would like to work. Choices will be made considering the work tasks available and Erin's interests.
2. With weekly supervision and coaching, Erin will work for eight weeks at each of three nursing home sites she has chosen.
3. With adult assistance, Erin will talk about each work experience and how it met her interests.

Procedures for measuring progress toward the annual goal:

1. Weekly observations of Erin's work at each job site.
2. Two interviews with each of Erin's employers.
3. Review of monthly checklist completed by each employer.
4. Weekly interviews with Erin.

Procedures for notifying parents of the child's progress toward the annual goal:

1. Twice monthly phone contacts.
2. Quarterly parent conferences.
3. Written progress report that coincides with scheduled school reporting periods.

Summary of Instructional Services:

Service	Frequency/ Amount	Location	Duration
I. Special Education:			
1. Functional academic skills in reading and math	100 minutes per day 5 times a week	Special education classroom & community settings	Same as the IEP
2. Independent Living Skills and Social skills	200 minutes per day 5 times a week	Special & general education classrooms; other school and community settings	Same as the IEP
3. Communication skills development	40 minutes per day 5 times a week	Special & general education classrooms; other school and community settings	Same as the IEP
II. Related Services			
1. Speech/Language	40 minutes per week	Special education classroom & other school and community settings	Same as the IEP
2. Rehabilitation Counseling Service	1 time per year	County social services	Same as the IEP
III. Supplemental aids and services provided to or on behalf of the child in general education or other educational settings:			
a. Modified assignments/tasks	1. All instruction will be verbal with accompanying visual cues 2. Verbal direction should be no more than three steps 3. Daily monitoring of activities by peers or staff	Special & general education classrooms; other school and community settings	Same as the IEP

b. Assistance to transition between classrooms/activities	All transitions that are not part of her daily routine.	Special & general education classrooms; other school and community settings	Same as the IEP
-----------------------------------------------------------	---------------------------------------------------------	-----------------------------------------------------------------------------	-----------------

IV. Program Modifications or Support for School Personnel:

- ☐ The student will participate full-time with nondisabled peers in regular education, or for preschoolers, in age appropriate settings.
- ☒ The student will not participate full-time with nondisabled peers in regular education, or for preschoolers, in age appropriate settings. (If you have indicated a location other than the regular education environment in I, II, or III above, you must check this box and explain why full-time participation with nondisabled peers is not appropriate.)

Erin's functional academic and independent living skills are well below her chronological age level. Removal from the general education setting is needed because supplementary aids and services alone cannot adequately address Erin's needs. This removal will result in Erin having fewer opportunities to interact with her peers and learn age appropriate curriculum. However, not providing special education and related services in a separate setting will result in Erin's failure to learn functional independent living skills, and necessary communication and social skills

Transition Service Needs

A. Is the student aged 14 or over, or will the student turn 14 during the timeframe of this IEP?

☒ Yes ☐ No

Is the student younger than age 14 but has transition service needs?

☐ Yes ☒ No

B. Is the student aged 16 or over, or will the student turn 16 during the timeframe of this IEP?

☒ Yes ☐ No

Is the student younger than age 16 but needs a transition plan?

☐ Yes ☒ No

If the answer to any of the questions in A or B is Yes:

1. List the date and method of inviting the student to the IEP meeting.

January 22, 2001 by written invitation.

2. List the steps that were taken to ensure that the student's preferences and interests are considered (if the student is not at the IEP meeting).

Erin attended the meeting.

3. Include a statement of the transition service needs of the student that focus on the student's course of study needed to prepare the student for a successful transition to his/her goals for life after secondary school such as participation in advanced placement courses or a vocational education program.

Erin will pursue a course of study to learn functional life skills in reading, time telling, use of money, independent work/living tasks, and communications skills to accomplish her post-school goals to work in the community with older people and live in a community-based living arrangement.

Needed Transition Services

A summary of needed transition services must be developed annually for all students who are 16 during the timeframe of the IEP, or who are younger than 16 but who need transition services.

Transition is a coordinated set of activities designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation. In the space below, include a statement of needed transition services which addresses each of the following if appropriate. *(If the transition services are contained elsewhere in this IEP you may provide a cross reference).*

- Instruction - IEP Goal 3
- Related Services
- Community Experiences – IEP Goal 4, Goal 5
- Employment Objectives – IEP Goal 6
- Other Post School Adult Living Objectives – Goal 3, Goal 4, Goal 5
- Acquisition of Adult Daily Living Skills – Goal 4, Goal 5
- Functional Vocational Evaluation – Need will be determined by DVR assessment.

Other Needed Transition Services:

1. Parents have agreed to begin investigating a guardianship for Erin so that it can be in place at her 18th birthday.
2. The DVR counselor will schedule an interview with Erin to determine her eligibility for DVR services.
3. A meeting has been planned between Erin's parents and county social services to get her name on the waiting list for adult support and a community-based living arrangement.

Were other agencies invited?

☒ Yes ☐ No

Invited Agencies	Date & Method of Invitation	If appropriate, a statement of the interagency responsibilities or any needed linkages.
DVR Counselor	January 22 by written invitation	Assess Erin for possible services.
County Human Services Personnel	January 22 by written invitation	Work with the parents to get them on the waiting list for a community-based living arrangement, and share information about establishing guardianship.

If an agency representative did not attend the IEP meeting, what other steps were taken to obtain the participation of the agency in the provision and/or payment of transition services?
County human services personnel did not attend the IEP meeting. When contacted, they agreed to provide information to the parents through a phone call.

Participation in Statewide Assessments:

Wisconsin Knowledge and Concepts Examination (WKCE): ☐ 4th ☐ 8th ☒ 10th

☐ Student will not be in 4th, 8th or 10th grade when the assessment is given.

Check all that apply:

<input type="checkbox"/> reading/language arts	<input type="checkbox"/> writing
<input type="checkbox"/> science	<input type="checkbox"/> math
<input type="checkbox"/> social studies	

Describe any necessary accommodations:

Check areas where alternate assessment will be given:

<input checked="" type="checkbox"/> reading/language arts	<input checked="" type="checkbox"/> writing
<input checked="" type="checkbox"/> science	<input checked="" type="checkbox"/> math
<input checked="" type="checkbox"/> social studies	

Also, describe why the statewide assessment is not appropriate for the student and how the student will be assessed.

Erin's individualized learning goals in reading/writing, social studies, science and math are significantly different than the information assessed on the 10th grade WKCE. An alternate assessment for all areas of the WKCE will be completed through a comprehensive review of IEP goals.

Appendix B

Tools for Developing and Tracking an IEP

Tools for Developing and Tracking an IEP

- Report of Student Progress Toward Annual Goals
- Writing Transition Statements (Guidelines and Examples)
- IEP Review Checklist

Report of Student Progress Toward Annual Goals

NAME: _____

	Date:	Date:	Date:	Date:
Annual Goals	Indication of Progress	Indication of Progress	Indication of Progress	Indication of Progress
1.				
2.				
3.				
4.				
5.				
6.				

Code for reporting to show sufficient progress toward the annual goal:

NP = no progress (requires explanation and consideration of review of goal and short term objectives or benchmarks by the IEP team)

MP = minimal progress but the goal is likely to be achieved

SP = sufficient progress

GA = goal attained

Writing Transition Statements

Guidelines & Examples

What must the IEP team do to meet the requirements that the IEP include a statement of transition service needs beginning at age 14?

Beginning at age 14 the IEP must include a statement of transition service needs that includes the following two components:

1. A statement relating planned instruction and educational experiences to post-secondary life activities such as independent living, education, and employment, and
2. A statement of the student's goals beyond secondary education.

EXAMPLES:

- ❑ Max is a student with a mild learning disability whose major instructional needs are in writing in the areas of organizing ideas, and developing sentences and paragraphs. He would like to attend technical college and obtain a job using computers.

IEP Transition statement – Max will take courses in computer technology to prepare him to attend technical college and study computer programming.

- ❑ Beth is a student with a moderate cognitive disability. Her educational needs include basic reading, writing and math skills related to independent living activities. She also needs to work on self-care and the development of social relationships. Beth would like to work in a daycare center and live in an apartment with another person.

IEP Transition statement – Beth will participate in a curriculum that addresses functional daily living skills and work skills in order to be able to work and live independently after she completes school.

- ❑ Jeff has severe physical and cognitive disabilities. He is non-ambulatory and non-verbal but communicates using smiles and head nods. He will always need adult assistants, and a long-range goal is for him to be able to communicate clearly with a variety of adult assistants.

IEP Transition Statement – Jeff will learn a consistent communication system as part of his daily living activities that enables him to communicate his needs to a variety of people who will assist him in an adult environment.

- ❑ Holly is depressed and withdrawn in social settings, and has difficulty interacting with peers and adults. She has artistic ability and hopes to go to college and study graphic arts. She has average grades in most of her classes.

IEP Transition Statement – Holly will complete a college prep course of study that includes art classes so she can enter college and study art.

- ❑ Jill is a 15-year-old freshman with a mild disability who wants to be a rock music star when she is done with high school.

Transition statement – Jill will follow a course of study that includes all the music related classes her school offers and complete job shadowing in music related careers to develop skills she will need to obtain her goal of having a career in music after she graduates from high school. She will also investigate a range of other post-secondary options related to her interests that may become alternatives to being a rock star.

- ❑ Judy is a high school freshman with a moderate emotional disability that includes aggressive and anti-social behavior. She cannot identify any goals after high school.

Transition statement #1 – Judy has not identified any post high school goals. She will complete a course of study to develop basic functional life and independent living skills, and complete career inventories and job shadows to identify goals for her post high school life so that she can hold a job and live independently after graduation.

Transition statement #2 (minimally acceptable) – Judy has not identified any post-high school goals. She will complete career inventories to identify goals for her post-high school life.

K. Laffin, and J. Frye-Osier

IEP Review Checklist

Present Level of Educational Performance (PLEP)

1. Did you describe what the child is doing now?
☐ strengths
☐ needs related to the child's disability
☐ parent concerns
2. Did you describe how the child's disability affects progress in the general curriculum, or for preschoolers, age appropriate activities?
3. Does the PLEP establish a **baseline** of information about the child that can be used as the starting point from which to determine progress toward annual goals?
☐ measurable – means observable (you can see it, hear it, count it)
☐ functional – means useful in the child's daily environment
☐ describes both academic and non-academic areas
☐ includes current formal and informal educational performance data
☐ uses understandable language
☐ describes learning accommodations, learning strategies
4. Does the PLEP include information that corresponds with each annual goal?

Annual Goals -- Short Term Objectives or Benchmarks -- Procedures

Annual Goal

1. Did you describe what the child can accomplish in 12 months?
☐ related to meeting the needs resulting from the disability
☐ related to meeting needs that enable involvement in the general curriculum (based on Wisconsin Academic Standards)
☐ functional
☐ measurable
☐ attainable (can be achieved within the term of the IEP)
2. Is the goal stated in the following terms:
The child... will do what... to what level/degree. (measurable and attainable)
3. Is the goal directly related to meeting a disability related need identified in the present level of performance?

Short Term Objectives or Benchmarks

1. Did you describe what the child will need to do to achieve each annual goal?
2. Are the short term objectives:
☐ measurable, intermediate steps between the PLEP and Annual Goal
☐ general indicators of progress

3. Are the benchmarks:
 - _____ major milestones that permit measurement of progress at intermediate times of the year
 - _____ general indicators of progress a child is expected to make within special segments of the year?
4. For each goal use either short term objectives or benchmarks.
 - _____ Do the short-term objectives define the intermediate steps to a goal?
The child... will do what...to what level/degree... under what conditions.
 - _____ Do the benchmarks identify major milestones in achieving a goal within specified segments of a 12-month timeframe?
The child... will do what... to what level/degree... by when.
 - _____ Are there at least two short-term objectives or benchmarks for each goal?

Measurement and Reporting Procedures

1. Do the procedures measure progress toward the annual goal?
2. Is progress on annual goals reported at least as often as classroom progress is reported to parents of nondisabled children?
3. Does the report address sufficient progress toward the annual goal?

Transition

1. If the youth is age 14 during the term of the IEP, or younger if appropriate, is there a statement of transition service needs that includes:
 - _____ post-school goals, and
 - _____ a course of study that is linked to the post-school goals?
2. Has the youth and his/her parent(s) been invited to the IEP meeting to discuss transition?
3. At the age of 16, or younger if appropriate, does the IEP specify any needed transition services to achieve post school goals in the areas of:
 - _____ instruction
 - _____ related services
 - _____ employment objectives
 - _____ post school living objectives
 - _____ functional vocational evaluation
 - _____ daily living skills
4. Is there a statement of needed interagency linkages for transition?

Special Factors

1. Has the IEP team considered all the special factors without regard to disability category?
 - _____ behavior
 - _____ limited English proficiency
 - _____ communication
 - _____ assistive technology

2. Have braille needs for children or youth with visual impairments been considered?
3. Have communication needs of children or youth with hearing impairments been considered?

Participation in State and District Assessments

1. Has the IEP team considered whether the child will be eligible to participate in any statewide assessment during the term of the IEP (e.g., 3rd, 4th, 8th, 10th, high school graduation test when required by state law)?
3. Has the IEP team considered the child's participation in standardized district assessments?
4. For children or youth who need accommodations to participate in standardized assessment, have these accommodations been listed in the IEP?
5. For children and youth participating in alternate assessment is there a statement about:
_____ why the standardized assessment is not appropriate, and
_____ how the child or youth will be assessed through alternate means?

Summary of Educational Services

1. Has the IEP team described the child specific services?
_____ special education (specially designed instruction)
_____ related services
_____ supplementary aids and services
_____ program modifications or supports for school personnel?
2. Has the IEP team described the following factors for each service?
_____ amount and frequency
_____ location (general or special education classroom, community settings, lunchroom, etc.)
_____ duration (beginning and ending dates of IEP can serve to describe duration unless it is different for a specific service)
3. Are the statements of amount and frequency of each service clear and unambiguous?

Placement Considerations

Did the IEP team consider:

- _____ to what extent, if any, the child would not be involved in the general curriculum or, for preschoolers, age appropriate activities?
- _____ how the child's disability affects progress and involvement in the general curriculum?
- _____ if the child's goals could be met satisfactorily with special education, related services and supplemental aids and services in a typical environment?

Endnotes

¹ Learning Support/Equity and Advocacy Information Update Bulletin No. 98.10

² Facilitating the IEP Team Process

³ Learning Support/Equity and Advocacy Information Update Bulletin No. 98.10

⁴ Special Education in Plain Language, pg. 18

⁵ Special Education in Plain Language, pg. 18

⁶ Special Education in Plain Language, pg. 18

⁷ Special Education in Plain Language, pg. 20

⁸ Special Education in Plain Language, pg. 20

⁹ Special Education in Plain Language, pg. 22

¹⁰ IEPs That Work For Everyone

¹¹ Special Education in Plain Language, pg. 22

¹² IEPs That Work for Everyone

¹³ Special Education in Plain Language, pg. 24

¹⁴ Special Education in Plain Language, pg. 22

¹⁵ IEPs That Work For Everyone

¹⁶ Special Education in Plain Language, pg. 24

¹⁷ Special Education in Plain Language, pg. 20

¹⁸ Reference materials for the sample forms packet (7/00)

¹⁹ Special Education in Plain Language, pg. 18

²⁰ Special Education in Plain Language, pg. 26

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